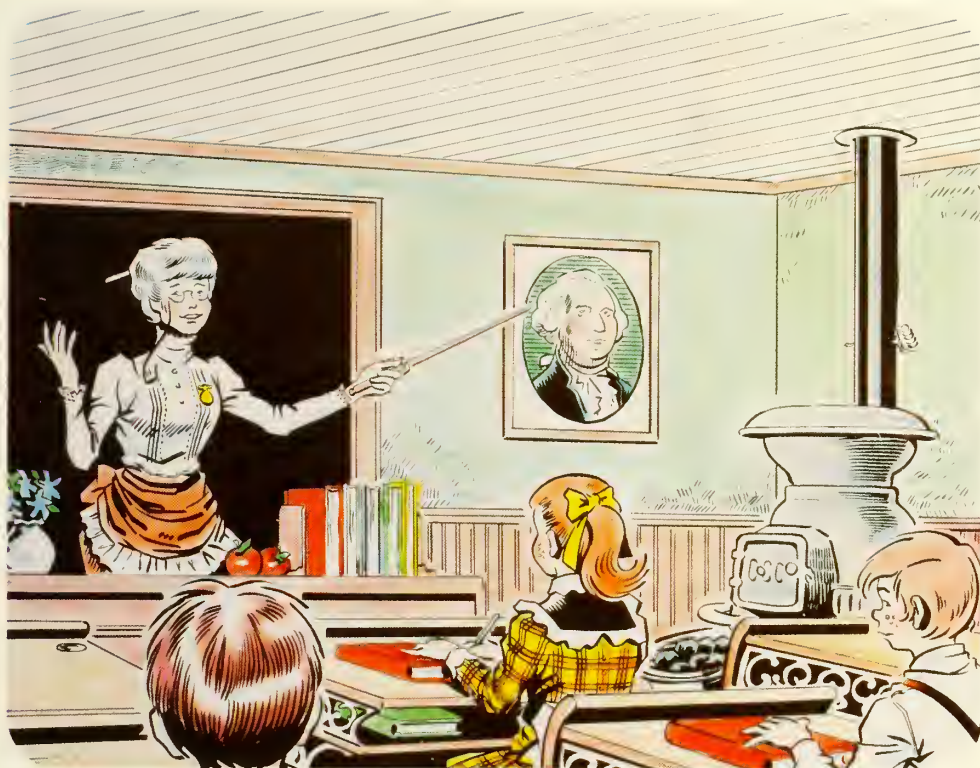


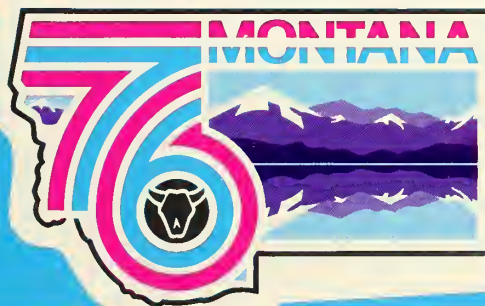
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YOUR CLASSROOM and the BICENTENNIAL



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EDUCATION'S ROLE IN THE BICENTENNIAL

Over 200,000 of Montana's 735,000 people are students or teachers, nearly a third of our population, who are concerned directly with learning and the desire to know how our state, nation and communities came to be. There is no sector more essential to become genuinely involved in the observance of our nation's Bicentennial during 1975 and 1976. This explains the Montana Bicentennial Administration's desire to acquaint students and instructors as to the meaning of America's 200th birthday celebration.

Please get involved in the Bicentennial. It's success will depend to a very large degree upon your participation. You will gain greatly in being a part of the observance. As a citizen of this beloved land of ours you owe an obligation to yourself and to the country as a whole. We can all learn through the vehicle of the Bicentennial relating our heritage to our future. And without any question the future of America depends upon you, the young people and their instructors. Likewise, so is the well-being of your school, home, and state.

You enjoy the privileges of being an American because of those who have preceded you. You can profit from their experiences and use these lessons to shape an even better nation. Those who give no heed to the accomplishments of their ancestors will leave nothing for their descendants to remember them by.

BECOME INVOLVED IN THE BICENTENNIAL

DATE DUE		
2-28-1996		
MAR 01 2011		
BATLORD B&C		PRINTED IN U.S.A.

Harold G. "Hal" Stearns
Director
Montana Bicentennial Administration

This publication was produced and paid for by the Montana Bicentennial Administration. Valuable assistance was provided by Larry E. Anderson, Helena educator, in cooperation with the Montana Bicentennial Administration staff.

Contents of the book may be reproduced by schools in part or whole. It is suggested that additional copies be made of particular sections dealing with various aspects of the educational program.

A limited number of the books is available by writing the Montana Bicentennial Administration, Box 1776, Capitol Station, Helena, Montana, 19601.

The Montana Bicentennial Administration, in cooperation with the Montana Jaycees, will disseminate and coordinate this educational manual for the Bicentennial.

Layout and composition of YOUR CLASSROOM AND THE BICENTENNIAL was provided by Erica Weigel and Nancy McConnell.

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"EVERY CHILD IN '76" A BICENTENNIAL PROJECT IN CONJUNCTION WITH
IMMUNIZATION ACTION MONTH, OCTOBER 1975

The Montana Bicentennial Administration has undertaken a statewide horizons project under the theme "Every Child by '76", in conjunction with the state Department of Health and Environmental Sciences. The project is vitally important to the health of the children of Montana and a task force has been created by Carol Judge, Montana's First Lady, to help coordinate this statewide effort.

In some areas of Montana and particularly against some childhood diseases, immunization levels have fallen drastically in the past few years. The MBA, therefore, is working with Carol Judge, the statewide task force, and the Department of Health and Environmental Sciences to attempt to increase the awareness of this problem throughout the state and also, hopefully, to establish clinics where children can be immunized at no cost against these diseases.

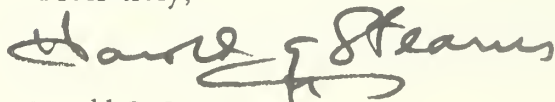
Because the educational system deals exclusively with the very group which must be reached, the MBA heartily urges all teachers to foster an awareness of Immunization Action Month in the children they teach. Posters, pamphlets, and fliers will be available through the MBA for teachers who wish to display them and pass them out.

The horizons theme is involved with the quality of life in our third century and because nothing is more important to this quality of life than the health of our children, the MBA has adopted this program. We hope that every teacher will use his or her influence to make the program more successful than it has been in the past; by informing both students and parents on the availability and purpose of Immunization Action Month.

In order to foster an awareness of Immunization Action Month and its importance in the schools throughout Montana, a poster contest has been developed. The MBA and the statewide immunization task force would like every school child to develop a poster indicating the child's feeling on Immunization Action Month. The posters will be graded at the local level and the best from each elementary school will then be sent on to Helena for final judging by a panel of judges. The panel includes: Carol Judge; Rick Crankshaw, of the Department of Health and Environmental Sciences, Preventive Health Services Bureau; Paul McCann, of the Montana Bicentennial Administration; Gladys Vance, of the P.T.A.; and, Barbara Crebo, of the Office of the Superintendent of Public Instruction. First, second, and third prizes will be awarded to the children who submit the best poster statewide in grades: kindergarten; first and second; third and fourth; and, fifth and sixth.

It is my hope that Montana teachers will actively involve themselves in this worthwhile program.

Yours truly,



Harold G. Stearns

BICENTENNIAL SCHOOL PROJECTS

A major goal of the Bicentennial of the United States is to forge a new spirit of '76 -- a spirit which pervades and tempers our thoughts, our feelings, our actions; a spirit nurtured by men who have died; a spirit to be sustained by the living for generations of Americans yet unborn.

To forge a spirit which gives life to the ideals for which the American Revolution was conceived and fought requires active participation and dedicated commitments by the nation's schools.

To help Montana schools attain this goal, the Montana Bicentennial Administration has prepared this publication. It is primarily for use by classroom teachers and is designed to cover the entire curriculum at all levels.

Much responsibility rests with individual teachers. If the schools are to assume an active role in the Bicentennial, teachers must select from the myriad events and ideas of our heritage those which truly bring the past to life. They must make the principles conceived at our birth as a nation relevant for today and meaningful for tomorrow.

How do teachers do this? Do they plan a re-enactment of Custer's Last Stand; have students construct a model of a Missouri River steamboat; visit a pioneer graveyard? Teachers may, and if they do, this publication will help them in identifying such activities. However, a re-enactment of Custer's Stand may be fun for the students, but if it is to be a learning experience, it must be much more than war paint and simulated rifles. Students must understand what effect the massacre had on the settling and eventual statehood of Montana. They must understand why this event was a turning point in the Indians' relationship to the settlers and the government.

The American Revolution Bicentennial is a summons, an opportunity and a challenge. To fulfill the national motto, "A Past to Honor, A Future to Mold," three themes have been chosen appropriate to the Bicentennial Era in Montana.

HERITAGE '76. A nationwide summons to recall our heritage and to place it in its historical perspective. All groups within our society are urged to re-examine our origins, our values and the meaning of America -- to take pride in our accomplishments and to dramatize our development.

FESTIVAL. A nationwide opportunity to program festive celebrations and cultural events encouraging citizens to expand their knowledge of the United States, to travel and to extend a particular welcome to visitors.

HORIZONS '76. A nationwide challenge to every American to undertake at least one principle project which manifests the pride, priorities and hopes of his community or organization. Everyone is encouraged to pool their resources and talents in a constructive effort to improve the quality of life in our communities.

The Bicentennial will take place on many different levels: international, national, regional, state, local and individual. The most important sources will be local and individual, for as the first Bicentennial report to Congress states, "The Bicentennial celebration must go directly to the people and derive its strength from the people."

The scope of the programs implemented for the Bicentennial will differ from school to school. Some projects will take place before the Bicentennial Era, some during the focal year and some will continue beyond. Some will be one-time events; others will become on-going programs leaving tangible residuals to posterity. Some projects will be done in conjunction with other community organizations; others will involve only the school. Negligible funding will be required for some; a great deal of time, effort and money will be invested in others. But no matter what the program, it is limited only by the imagination and energy of you and your school.

The Bicentennial provides a built-in potential for expansive learning. It is hoped that during the Bicentennial period the students will learn as much about themselves as they do about the facts involved.

Teachers are encouraged to:

- Emphasize cultural experiences
- Teach process as well as facts
- Introduce individualized challenges
- Encourage interdepartmental studies
- Use exploratory learning techniques
- Design units that produce tangible results
- Become aware of local resources
- Invite local professionals into the classroom
- Take the student out into the community
- Set up procedures for working directly with people and facilities in the field after the Bicentennial.

Our celebration will have been successful if it has taught the students:

- How to ask questions; i.e., questions that require more than rote answers
- How to organize collected information
- How to draw conclusions
- How to act on the result of conclusions
- How to share ideas
- How to develop some tangible, visible record of their learning experiences.

HOW SCHOOLS CAN BECOME INVOLVED IN THE BICENTENNIAL

SUGGESTIONS FOR SOCIAL STUDIES

Prepare a report on:

various Montana laws that have extended freedom to its citizens. Discuss the circumstances that led to the enactment of these laws.

The symbols found on the Montana state seal and flag. What meaning do these symbols have for us today?

The relationship between strict Puritan beliefs and the multitude of stories in New England about the devil, witches and ghosts. Compare with modern beliefs.

The Homestead Act and the Preemption Laws and their effect on the settlement of Montana, noting especially the reports of the U.S. Land office.

The role of the Missouri River in the growth and development of Montana.

The Bicentennial itself. What are the major issues of our times (Watergate, recession, oil shortage, S E Asia)? How is America's reaction to the Bicentennial reflective of these times.

The differing reactions to the Bicentennial from various elements in our society.

The reasons for significant growth and decline of population in Montana at different periods of history.

The coming of the railroad.

Every single first that took place in Montana or your area. First woman elected to Congress, etc.

The coming of immigrants to Montana and their contributions.

The penalties and fines for punishments in the Revolutionary or early Montana period and old laws still on the books in your town.

The role of the Indian in the development of Montana.

Opening entries in a land abstract of your area and what they tell.

Early customs of courting and marriage in this country and this state.

Local government through each decade.

A complete chronology of historical events important to your town or area. The coming of the railroads, building of important facilities, etc.

What advertisements tell about the development of Montana.

Experiences of early settlers.

The struggles between the farmers and the railroads, between the farmers and the ranchers.

The land speculators in Montana.

The economic effects of wheat on the state of Montana.
When it was introduced and what effect it had.

The history of public services in Montana

water supply	fire protection
sewage	police protection
power	public health services
streets	public transportation

The development of our religious and cultural centers in your community throughout the years.

The various kinds of work that was available in your community throughout the years.

The kinds of businesses that were important at one time in your community but have since disappeared.

The kinds of careers and occupations available in your community today.

The kinds of businesses and professions available in your community today.

Comparative prices between ten year periods of time of such things as food, clothing, amusements, land, transportation, etc.

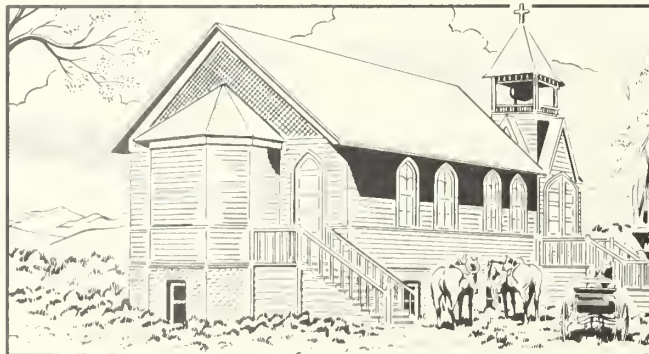
The role of family members and their tasks during each decade.

The development of education in your community and Montana.

Past agricultural, shipping and recreational centers in your area that are no longer operating. What happened to change these centers?

The depression and Montana.

The construction of buildings during each decade (try to locate as many buildings as possible representing each decade).



The development of our highway and road system.

The development of different modes of transportation and their influence on your community.

What life was like in your city during any ten-year period. What buildings were constructed or demolished, what special activities for recreation, how events outside the community affected life, etc.

Predicting the changes in hunting regulations which are likely to occur in the future as a result of environmental concerns.

Ways in which children were taught in American schools during the 1770's, and in Montana when it was settled. How did schools differ from your school in ways of paying expenses, games and sports, curriculum, education of girls, methods of discipline, religious instruction, physical plant and methods of instruction?

The residents of Montana in 1776, and what was known of this area at that time.

Place names in Montana and their origins.

All local historical sites, public buildings, houses, businesses, etc. Make copies of your report available to your local historical society or library. Photograph where possible.

On a map:

Of Montana show the location of various industries, etc., in different decades.

Of your community show the physical growth of the city indicating the original townsite and additions through the years and future trends.

Of your area show the development either historically or geographically.

Show the early street names with a short biography of persons whose names were used.

Show the routes of early explorers and designate significant historical points.

Show the percentages of foreign-born population at given times.

Show the major routes of transportation coming into your state and community.

Of your area show the location of various landmarks that can still be seen today such as parks, depots, churches, stores, homes, etc.

Show the location of various industries and businesses of today.

Of your community show the location where various businesses used to be located in the residential areas of the city such as grocery stores, barberships, etc. Refer to old city directories, telephone books, etc. and interview senior citizens.

Show the physical growth of your city by decades.

Show the progress of early railroad lines in Montana.

Show the Great North Trail -- both of them -- and explain their differences and significance.

Make:

A jig-saw puzzle of your area.

Old time political cartoons -- with captions to match or captions for modern situations.

A time-line of events in Montana.

A series of dioramas presenting significant events in the history of Montana.

A Hall of Fame of individuals contributing to Montana's growth and development.

A collection of contemporary political cartoons and organize it by subject.

Make a representation (model, drawing) showing a then-and-now comparison of buildings such as the public library, post office, fire department, high school, etc.

A movie of the history of Montana or your community. On the elementary level do it on a roll of wrapping paper.

A mural of past events.

A mural of Montana or your community today.

Prepare a chart showing:

Agricultural production in Montana through the years.

Financial growth, economic growth, etc.

Volume of freight shipments at different periods by steamboat, railroad, bus, airplane, truck, etc.

Population growth by decades.

School enrollments.

Mineral production by decades.

The increase or decrease in particular businesses or industries through the years.

Showing construction dates of buildings for particular businesses or industries.

Showing important events that happened since your school was constructed and opened.

Discuss in class:

The effect of the Continental Congress on the economy of the colonies.

A restatement of the principles of the Declaration of Independence in a debating session.

A list of the grievances that led to the Revolution. Determine which of these types of grievances have been resolved over the past 200 years and which still persist. Try to reason out courses of action to eliminate or diminish any that might still persist.

Evidences that the struggle for freedom has not ceased.

Contemporary problems -- a day-care center, the gas shortage, housing for the elderly, garbage collections.

Personal integrity of Americans -- from exam-cheating to Watergate.

Student activities. How can everyone be included? What activities should be dropped or added?

What the Bicentennial means to American Indians.

Write a radio script. Pretend you are interviewing a historian of your community or Montana.

Organize a local historical society if none exists in your locale.

Fill a box for a cornerstone of a building being built in 1976. Pretend the box will be opened in 2076. See if you can lock them up somewhere to be opened at a set future date.

Write a series of brief living room scenes depicting the same family over various decades. Real props could be used showing the changes through the years. Dialog should connect the family relationship and similar events. Changes could be shown by references to people, places, and/or events in Montana, to the kinds of music heard through the years, etc.

Simulate conversations which might have been held between persons of an earlier era. Students should be urged to review the major topics and issues of the time and use this information in their dialog. Suggestions: Lewis and Clark upon sighting the Great Falls of the Missouri; Washington and a sentry at Valley Forge; John Coulter telling a stranger about the Yellowstone Park area.

Obtain history books from England or Canada to learn their perspective on the American Revolution.

Stage a re-enactment of a meeting of the Vigilantes, the Sons of Liberty, the Committee of Safety, the First State Legislature, etc.

Stage twelve tableaux representing the twelve grievances detailed in the "Declaration and Resolves of the First Continental Congress.

Develop a project in which you demonstrate how changes in communication or transportation from Revolutionary times to the present have been responsible for certain changes in our society. Project into the future.

Attend a meeting of the City Council, the PTA, the teaching staff. Young views are needed.

Encourage local citizens to vote in elections.

Pretend you were involved in a historic event in American history and keep a diary of what happened.

Celebrate holidays as they were celebrated during the Revolution or in the time of the old West --Thanksgiving, New Year, Christmas.

SUGGESTIONS FOR ENGLISH, SPEECH, DRAMA, JOURNALISM AND READING

Read and report on:

Humor of the early West and how it differs from current humor.

Utilitarian folk beliefs; items linked to home cures, remedies, weather, cooking, etc.

Ceremonies sacred to the American Indian; do not attempt to translate the ceremony, but give an idea of what it signifies to its participants and spectators.

Early copies of local papers published in your state. Extract information about the concerns, life styles and economy of your state and community.

General folklore -- legends, tales, beliefs, supernatural tales.

Accounts of the history, geology, social and economic development of Montana and your city.

Accounts of people, present and past, who have contributed to the development of Montana.

Teenage and college folklore; expressions, superstitions of today and the past.

Stories, poems and plays concerning the life and times from pioneer days to the present.

Occupational folklore, traditional beliefs such as the change of the moon affecting farming operations.

Selected items from early issues of your school paper, annuals, and other publications.

Children's folklore. Such things as jump rope chants, riddles, games, rhymes.

Letters and postcards written to or received from relatives through the years.

Old publications such as magazines, cookbooks, songbooks and catalogs.

Family folklore. Every family amasses many yarns, proverbs and recollections of their own which are worthy of preservation.

Fables for today.

Graffiti with a Bicentennial theme.

Poems about the Bicentennial.

Write and share:

Stories or plays about historic events which have occurred in your community. Look through any written records in the city hall, library, or historical buildings and museums. Interview older citizens who were involved.

An essay in which you express your feelings about America, the freedoms you enjoy, and the ways in which you can help preserve these freedoms. Address this essay to a person who has just arrived in the U.S. and who is unfamiliar with the American way of living.

A fictional story of your life; assume you lived in Montana in another decade.

An account of what you might have observed and felt if you had been in Montana at any other time than now.

A story, poem or play about imagined situations or incidents in the development of Montana.

An essay on "Why I am Glad I Live in Montana".

A comparison of certain aspects of life as they existed in Montana during each decade.

A paper on news items and sources in the various decades, perhaps making a comparison with the news of the 1970's.

A report on the history of theaters in Montana.

A report of an interview with your parents, grandparents, or other adults who have lived in Montana.

Slogans and advertising statements which could be placed on posters and handbills about the Bicentennial.

A TV script. Pretend you are interviewing people involved with some past event or activity in the development of Montana.

A biographical study of one or more pioneers.

An essay on the Bicentennial themes.

"News" items based on your research -- for your school newspaper.

Editorials relating to Montana's history and culture.

A paper on the literary content or advertising content of magazines as they relate to various decades of progress.

A paper on plays or musicals produced in your school through the years, include the casts of characters, displays of programs and possibly reviews.

A paper comparing the advertising in the papers through the years.

An account of what you may have observed and felt if you had been a steamboat pilot, an early settler in Montana, a train engineer, a minister, a farmer, a housewife, etc.

Interview:

A person who has lived in Montana or the vicinity for a long time.

Older residents of your community (and deposit the tapes and transcriptions in the local historical society or library).

Your parents, grandparents, or other relatives.

A public official in your area about the duties and responsibilities of his office.

Your relatives and research your genealogy back as far as you can.

Present or participate in the production of:

A series of dramatic readings of some of the famous speeches of American patriots. After each speech, discuss the content in terms of patriotism, humanism, individualism, freedom of expression. Determine whether American values have changed through the years.

A panel discussion dealing with historical themes in American literature. Discuss the authors who have stressed characteristics which have made America what it is today.

Children's drama with a Bicentennial theme and show it to all the elementary students.

A program consisting of speeches, interpretive readings of poems and stories, play excerpts, debates, etc. before the class or the school, the PTA, service clubs, etc.

A play with a pioneer theme.

A TV script involving past events or activities. The format could be in the form of a game show, a drama, an interview, etc.

A living diorama of historic events of your area.

An old-time minstrel show.

A radio script. A "You Are There" format or direct interviewing of a historian of Montana with questions and answers focused on events taking place in particular decades.

A series of brief living room scenes depicting the same family over various decades.

An original play using actual situations and characters in the history of Montana.

A vaudeville show or old-fashioned melodrama.

An actual play that was presented in Montana in another decade.

A debate on a subject that might have been of particular interest to early inhabitants of Montana.

A festival of the performing arts displaying the recreation and entertainment of the settlers.

Compile:

A literary brochure about Montana and Montana authors. List all contributions of Montana authors with excerpts of their works. Include articles and stories written about Montana by out-of-state authors.

A scrapbook of interesting news items and articles about Montana.

A scrapbook of people in your community, present or past, who have been involved in the growth and development of the community.

A vocabulary list of interesting words associated with pioneer life or other early decades.

And produce a pamphlet of local sites and historical places for distribution to tourists.

An illustrated alphabet with words related to pioneer life or any other decade.

Encourage local businesses, organizations and clubs to collect and preserve their records, including photographs, and to write histories of their organizations to be deposited in the local historical society or library.

Learn old American nursery rhymes and present them as finger plays to elementary classes.

Record a program of area history for use on the local radio station.

Acquire an international pen-pal. Ask them for any reports in their country of our Bicentennial.

Play Password using specific American Revolutionary War vocabulary.

Form committees to develop a series of programs dealing with topics such as: literature of the Revolutionary period, changes in language usage since Revolutionary times, emergence of English as the national language.

Reenact a colonial school day or a school day in early Montana. Make a dunce cap and stool. Investigate to find the time of the first school in your area.

Write and circulate a bicentennial newsletter, giving progress reports on projects in your area and your state.

Produce a newspaper similar to those published during the Revolutionary period or the early days of Montana. Write articles about events of that time; include the language used during the period and the advertisements and restaurant menus of the period.

Develop a historical narrative of your community. Obtain data from older citizens who have lived in the community for many years. Take snapshots of historical homes and buildings and include them.

Run a Bicentennial column in your school newspaper.

Write community history newspaper columns. Journalism students might prepare a weekly column of Yesterday & Today.

Organize a speaker's bureau to supply speakers on patriotic topics for local meetings and groups.

Establish an attic and basement "treasure hunt" to locate documents, maps, newspapers, business and club records, diaries, public records, etc. related to local history. Copy the documents and return them to the owners if they do not wish to donate them.

Organize a speech contest with themes to cover all grades and depicting some part of our heritage.

SUGGESTIONS FOR ART AND INDUSTRIAL ARTS

Draw, sketch, paint, or photograph:

Scenes of Montana, past and present.

Buildings in your city and display with photographs of buildings from the past.

Posters illustrating historical events or some aspect of life in your city in different decades.

Reproductions of advertisements in the newspapers of the past.

Animals, birds, insects, plants, flowers, etc. of Montana.

Cartoons of incidents or persons in Montana history.

A Bicentennial mural.

Posters and handbills advertising the Bicentennial.

Posters and handbills advertising products of yesterday.

A reproduction of a newspaper page of the past.

A reproduction of a page from an early textbook.

An imaginary version of a human habitat in the future for an underwater city, a city on the moon, a desert city, an underground city, a city at the North Pole.

Plan and design:

A landscape for the entrance for your school which includes cement and vermiculite sculpture pieces prepared by the students.

An environmental area for your school which incorporates man-made sculpture into the natural landscape.

A coat-of-arms or crest that expresses the spirit of your school or one of its departments. (Study history of heraldry first.)

A poster and a billboard for the Fourth of July celebration in your town.

A mural for an exterior wall of your school relating to the historical origin of the school or community and prepare a plan of action for executing the mural in acrylics or ceramics.

A lapel pin or button with a Bicentennial motif.

A Bicentennial post card.

Make:

A sculpture of a pioneer, Montana animal, Montana historical character, etc.

A model or do an illustration of a city in the future in which no automobiles are found.

A model of a contemporary monument commemorating a significant event, public issue, or person.

A model of an ideal self-contained complex of family units that integrates with the natural environment.

A model of a stage coach, steamboat, sod house, log cabin.

A replica of toys used by children in the past.

A plan and construct a model of how an area adjacent to the school or community can be improved with a nature walk, pond, sculpture, etc.

A pot or bowl using the coil or slab method used by American Indians. Decorate the object with design motifs and colors that reflect the Indian culture.

Replicas of various objects used by pioneers or others in the past.

Paper mache figures and dress them in costumes depicting their roles in the history of Montana; a mountain man, a trader, an indian, a miner.

Rubbings of old gravestones in nearby cemeteries. Explain the information found on the gravestones.

Flower arrangements using wild flowers, weeds, dried flowers.

A survey of architecture in one block of your community to find different types of buildings, when they were built, and comparisons with current standards.

Wood, linoleum and potato cuts and imprint them on note paper, wrapping paper or stationery.

A puzzle of your town using available maps.

A freedom symbol of the U. S. using any medium (clay, colored paper, lace, mosaics, beads, cloth, plaster). Suggestions: Statue of Liberty, Liberty Bell, Independence Hall, American Eagle, Uncle Sam, national Capitol, White House, Great Seal, flag, shield, motto.

Indian masks, costumes, dances, models of artifacts; design a motif based on Indian symbols which can be used to enhance an item of wearing apparel or an interior design.

Display:

Copies of the art popular during the Revolution or settling of the West.

Student art and project work.

Works of professional artists in Montana: include biographical data.

Craft work of many kinds by Montana residents; embroidery, ceramics, weaving, carvings, leather work, etc.

Post cards or greeting cards from earlier days; Valentines, Christmas cards, etc.

Demonstrate:

Pottery making or other craft methods.

The use of a loom, spinning wheel, or some other machine of the Revolutionary era.

Investigate folk crafts, In every locality are people who have hobbies of interest or particular talents along the lines of Indian artifact collecting, carving, model building, weaving, etc.

Give prizes for decorated bicycle with best Bicentennial theme.

Conduct a "show and tell" program to display and discuss cultural artifacts belonging to your parents or friends.

Restore some local historic structure.

Paint fireplugs in your town in red, white and blue.

Prepare a Hall of Fame of Montana artists and artisans in various media: painters, photographers, potters, architects, engineers, inventors; include a sample of their work and a biographical sketch.

SUGGESTIONS FOR RECREATION AND PHYSICAL EDUCATION

Write a report on:

The secondary physical education programs which existed during each decade in Montana schools.

Contrasting sports apparel of the various periods -- this could be illustrated with drawings, photographs, or replicas.

On the different sports that have been popular through the years.

On sports covering any aspect such as the different kinds that have been available to students, the win and loss records, the location of contests, etc.

Tracing the rule changes in any particular sport through the years.

Outstanding players in various kinds of sports through the years in Montana. If possible, include a brief biography and a picture.

The elementary physical education program which existed during each decade in Montana.

The kinds of physical education demonstrations that have been presented in your school throughout the years.

Make a chart:

Of those sports or related activities that start in the elementary school, continue through junior and senior high school, into college, and culminate in professional athletics.

Of all the kinds of sports and activities available to youth or adults and classify as active or quiet, participant or spectator, contact or not, amusement of body building, etc.



Organize and help implement:

Snowmobile races to raise funds for other projects.

An old-fashioned winter carnival with prizes for best skaters, best snowman built, etc.

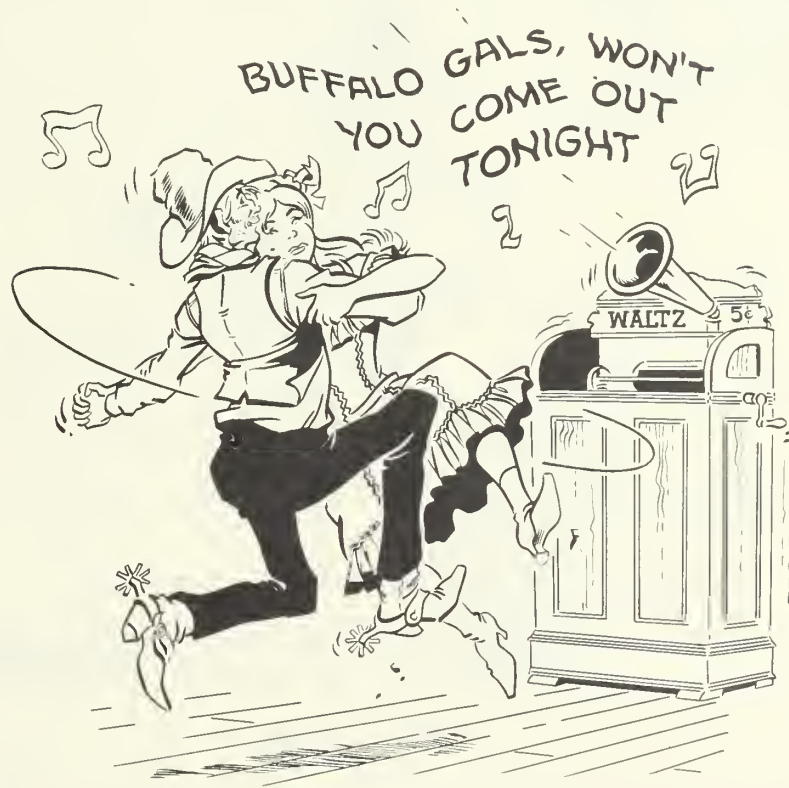
A children's sled race in your community.

An old-fashioned hay ride.

An old-fashioned skating party.

An old-fashioned square dance or square dance festival.

A boat or float trip on a nearby body of water.



Participate in a physical education program featuring activities and perhaps costumes from different decades.

Interview physical education teachers and coaches regarding their particular assignments.

Learn dances popular in earlier decades.

Have younger students make and use early recreational equipment such as: hoops and sticks, stilts, tops, nutshell boats, slingshots, kites, whistles, marbles and pouches.

Show elementary students old games: horseshoe pitching; run, sheep, run; tug-of-war; hide and go seek; blind man's bluff; jump rope; leap frog; hop scotch; tag; singing games; arm and leg wrestling; pole driving; washer pitching, etc. Hold contests for youth groups from different schools in these games.

Develop a game where students can pick out historic sites on a town map.

Use a Bicentennial theme for homecoming and half-time celebrations.

Plan and work to implement a system of bikeways in your area.

Conduct local research to discover the form of recreation most popular in your region of the state in its early days.

Compare and contrast the use of leisure time then and now.

Write a composition describing recreation and relating it to the farming, ranching or other livelihood common in your area.

SUGGESTIONS FOR VOCATIONAL, BUSINESS AND CAREER EDUCATION



Make a collection of cattle brands and a map showing the location of early settlers around your community.

Search out people with experience in farming or ranching in your community. Record on tape or in written form their experiences as farmers or ranchers, including changes they have noted in their lifetimes.

Compare the print shop of early Montana with the print shop today and evaluate the changes that have been made and the technology involved.

Develop a traveling exhibit showing how leather is tanned and take it to the grade schools in your area.

Design displays on the history of businesses and encourage local merchants to exhibit them in their show windows.

Prepare a report tracing the importance of irrigation to the economy of Montana.

Prepare a report predicting future legislation that could affect business, industry, labor and the trades in your area.

Identify the federal, state and local legislation during the 19th and 20th centuries that has affected business, industry, labor, and the trades. Conduct a panel discussion which highlights the affects of the legislation upon Montana's industrial growth and development.

Publish a newspaper article predicting an innovative business venture for your area.

Forecast the future of some business, industry, labor, and the trades in your area.

Investigate and demonstrate how lobbying for legislation affects business, industry, labor and the trades.

Make a scrapbook, special bulletin board display, tape recording and transparencies which highlight the contributions of a particular leader in the area of business, industry, labor or the trades.

Have an old-fashioned threshing bee to demonstrate early day farm methods -- and perhaps demonstrate how soap was made in the home.

Conduct a class discussion on what economic democracy really is.

SUGGESTIONS FOR THE DEPARTMENT OF FOREIGN LANGUAGES

Write a report:

On aspects of foreign involvement with the U. S. in our nation's history for both American and foreign viewpoints.

Tracing the role and contributions of various ethnic and linguistic groups in Montana.

On the ethnic and linguistic heritage of your community.

After taking a survey or opinion poll in your school and community on the value of foreign languages in the school curriculum.

Tracing the origins of some common words in French, Spanish, German and Russian.

On careers involving foreign languages in trade, export-import, customs, etc. Could be used in career education.

Translating, interpreting and tracing the historical significance of Latin inscriptions and mottoes found on local buildings, statues, documents, currency, or other artifacts.

Tracing the changing attitude toward the study of classical languages from 1776 to 1976. Analyze the reasons for these changes.

In a foreign language on the major historical events celebrated in the Bicentennial.

Read:

The biographies of major figures of the Revolutionary period and describe the influence on them of a classical education.

Foreign language newspapers and periodicals for news, commentaries, etc., on the American Bicentennial.

Design and set up a pictorial display or sound/light presentation on the influence of foreign cultures in Montana; education, architecture, music, food and clothing.

Prepare a pamphlet or a slide-tape presentation on local or state inscriptions or mottoes to be preserved in the local public library or media center in the school.

Prepare an article for the local newspaper or the school newspaper on the value of foreign languages in the curriculum, past and present.

Set up a resource file of people in the community who have visited foreign nations or who are interested in speaking to language classes.

Encourage high school students at the upper levels of modern language programs to serve as guides for foreign visitors in the area.

Interview people in various professional areas to study the usefulness of classical and modern languages.

Arrange for language students to teach a "mini-course" in Latin to a group of sixth-graders studying Greek and Roman civilization. Or for other language students to teach similar courses to elementary students studying a particular country.

Write a summary, a short story, a diary, a skit, etc., based on typical celebrations in the classical world or in a foreign country.

Set up an "armchair tour" of a foreign country ((with slides, pictures, and pamphlets) and take it out to community groups or the library.

Prepare displays, scrapbooks, slide-tape presentations, learning activity packets, on major events of U. S. history in a foreign language for use in the school system.

Prepare a tourist map of the area in several different foreign languages.

Hold a language "olympics". The events might include word games, quiz games on historical and literary figures of a foreign country.

Celebrate the 2729th birthday of Rome on April 21st, 1976, with a Roman banquet, a Latin play.

Hold a poster competition in several languages celebrating the Bicentennial. Display the best entries at a local shopping center.

Identify various national and foreign language associations in the state; invite speakers, musicians, dance groups, and singers to the school and the community.

Conduct a group research project on education in 1776, stressing the role of classical languages in the school and college curriculum.

SUGGESTIONS FOR THE DEPARTMENTS OF SCIENCE AND MATHEMATICS

Prepare a report on:

The development of communication in Montana such as the telephone, telegraph, newspaper, radio and TV.

Ranching and farming as it may be in the next third of the 20th century. What new developments and problems can be predicted? What legislation will become necessary to promote positive development and solve predicted problems?

The kinds of animals, birds and insects found in Montana and your area.

The kinds of garden fruits and vegetables that can be grown in Montana and in your area.

The kinds of farming in Montana.

The natural disasters in Montana and the steps taken to control them.

The history of the water and sewage systems in Montana and in your city.

The medicines advertised in the past that are either no longer with us or are still with us today.

Old deeds, wills and court records as they reflect something about the trees, land or geographical features that have since changed.

The doctor, dental, and nursing services available in your community.

The development of our weather bureau.

Adverse weather conditions in Montana through the years such as tornadoes, blizzards, and rain storms.

The development of electrical and heating power in your community.

The kinds of soil found in Montana and your area.

Projecting your life into the next 50 years by five and ten year intervals. Try to answer such questions as: How old will I be? What will my family be like? What will transportation, recreation, work, clothing, food and housing be like? How will my life change? What technological advances will be available?

The kinds of plants found in Montana such as grasses, trees, shrubs, etc.

The geological history of Montana.

The meteorological history of Montana.

The history of medicine in Montana.

Epidemics and other health problems in Montana.

Significant scientific studies carried out by Montanans.

Areas of scientific learning available in your community.

Prices of various articles in newspapers of today compared with previous years.

The increasing or decreasing cost of items through the years; graph them.

Setting up a business (store) today including the cost of the building, land, wages, items to be sold, etc.: compare this to a similar business years ago.

Tracing the changes in the way mathematics has been taught and what has been taught through the past 100 years.

Charting the population growth of your city since pioneer days.

Charting the economic growth of the city during each decade.

Charting utility costs through the years.

Charting salaries paid various professions and workers through the years.

Charting the city tax program through the years.

Noting subdivisions and additions to the city through the years.

Determining how street plotting was expanded during each decade.

Comparing life spans of women, men and children during each decade by checking obituaries, tombstones, etc.

Comparing the cost of various kinds of transportation through the years. (Railroad, taxi, bus, etc.)

Determining and comparing the cost of feeding a family of four today with the cost in several previous decades.

On a map:

Show the water and sewage system in your city.

Show the location of your community's communication services.

Show the location of major science related businesses and facilities in your community such as utilities, hospitals, clinics, doctor and dental offices, pharmacies, research stations and laboratories, etc.

Show the locations where different kinds of trees can be seen throughout the city.

Show the areas that have been flooded in your community through the years.

Show areas of flooding in Montana through the years.

Make:

A seed chart of the fruits and vegetables grown in your area.

A seed chart of the grasses and grains grown in Montana.

A soil sample chart.

A leaf collection of trees located in your area and Montana.

A chart showing weather changes over a ten-year period.

A Hall of Fame of scientists from Montana with a brief account of their achievements.

A collection or exhibit that shows any of the following: birds of Montana, fish of Montana, mammals of Montana, wildflowers of Montana, trees of Montana, endangered species of Montana, local industries. Display your exhibit to your school group, parent and community groups.

A colonial flower or herbal garden.

Kites for Ben Franklin's windy day.

Plant a tree so future generations may enjoy it. Talk with a forester or an agricultural agent about your selection. Hold a dedication ceremony.

Plant flint corn as they did during the 1770's. Grind corn meal and make jonnycakes.

Prepare a booklet of work problems from arithmetic books over the years -- have the students work out solutions and include in an answer section.

Acquire a piece of little-used land and establish a bird and wildlife sanctuary, establishing conditions for a suitable wildlife habitat.

Determine the number of miles of sidewalk or street in your city.

Compare the number of stores or offices in a particular business or profession between today and other years.

Investigate the problem of water and air pollution and local and state energy needs. Conduct a debate on the wisdom of nuclear power for Montana or strip mining in the state. The focus of the debate might be on the need for power versus the requirements for maintaining a liveable environment.

Determine the number of city blocks found in your community.

Have young children observe seeds germinating on blotters; have older children grow seeds in soils of different composition and record the comparative rates of growth.

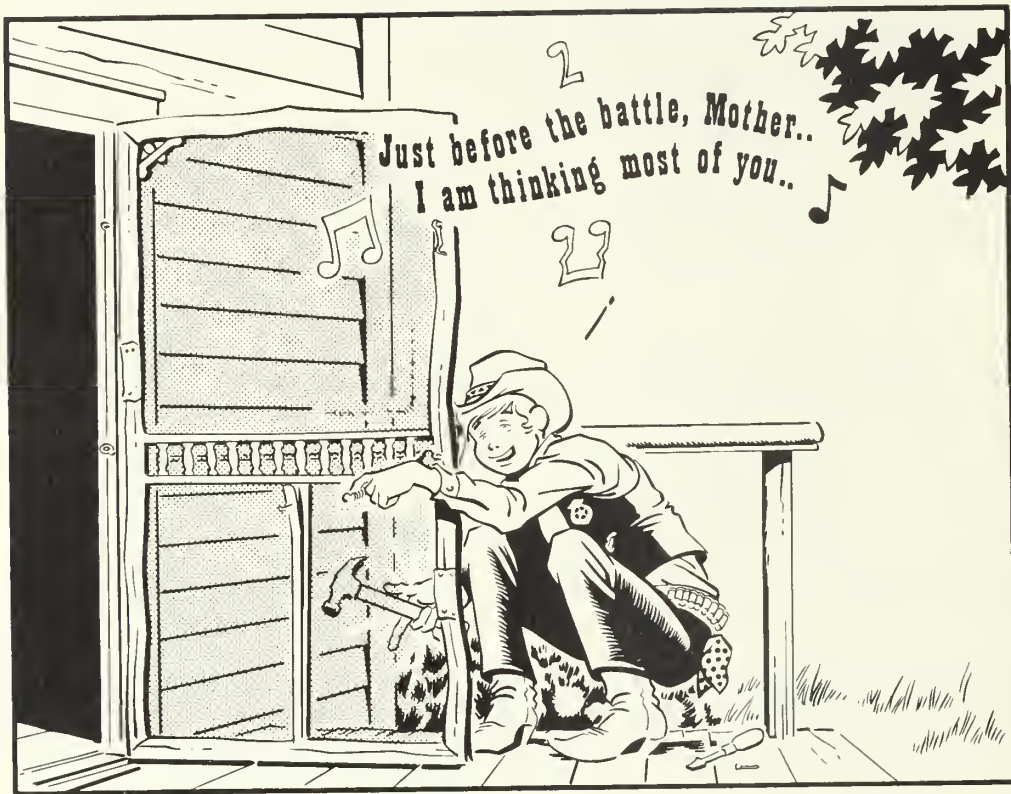
Help excavate historic sites and areas for information not otherwise available.

Give children the opportunity to invent their own games by using stones. Stones were commonly used in children's games in the past.

Compile statistics indicating population and economic trends for your county. Write editorials relating these trends.

Select an area of publicly owned land. Develop a plan for improving and beautifying that area. Identify both long-term goals and immediate actions needed. Enlist the support of others and put your plan into operation. Make that site better for future generations of citizens.

SUGGESTIONS FOR MUSIC



Make a report on:

The kind of music and dances found during each preceding ten year period.

The songs taught to school children through the years. (Refer to old song books, interview teachers, retired teachers and parents.)

The kinds of musical programs presented in the schools through the years.

The musical background of the citizens in your school community.

A survey of the musical interests of the different grade levels of your school system.

The history of musical organizations in your area or in Montana. Symphony orchestras, vocal groups, bands, etc.

Music shows which have toured Montana through the years.

Perform:

In an old-fashioned band concert.

A concert featuring music of patriotic holidays not generally celebrated; Flag Day, Old Defenders Day, Pioneer Day.

Innovative music written by contemporary American composers.

Innovative music written by students.

An orchestral program of revolutionary music of the world -- Star Spangled Banner, Marseilles, etc.

Create or construct:

New forms of musical expression.

Musical instruments used during early periods in our history.

Newly designed musical instruments.

New musician notation systems.

Music for a Bicentennial song.

Music about different events in Montana's history.

Organize:

A group of strolling balladeers or folk singers with Revolutionary War songs or songs of the old West.

A fife and drum corps.

A contest for the best Bicentennial song about your town.

A regional Bicentennial Band contest.

Investigate innovative music (electronic music, experimental musical theatre, chance music).

Research the contributions of musicians to early society. (Musicians in the service of their country, their church; the role of musicians in the entertainment of early settlers.)

Collect old patriotic songs and sing them.

Interview music teachers and music directors regarding their particular assignments.

Prepare a Hall of Fame of outstanding musicians of Montana since 1875, including a brief biographical sketch and a picture if possible.

Write a new and more easily sung national anthem.

Feature Indian music in scheduled performances.

Form a Hessian band, playing German music of the Revolutionary War period.

SUGGESTIONS FOR THE DEPARTMENT OF HOME ECONOMICS



Make and demonstrate methods to elementary students of making:

Hooked rugs	Nut dolls
Braided rugs	Pomander balls
Dried apple/potato dolls	Candles
Corn cob/corn husk dolls	Soap
Rag dolls	Puppets

Prepare a report on:

The appearance of the kitchen table in Revolutionary times; at the time Montana was settled.

The appearance of the rest of the furniture. Who made it and what did they use for materials? How was it finished.

Pioneer foods and their preparation, including various ethnic groups.

The prices of food as shown in price lists in advertising at various times in the past 100 years.

Differences in cooking, laundering, bathing, heating and other facilities during each decade.

Differences in clothing and fashions through the years.

Differences in advertising of products through the years.

Differences in home and family life through the years.

Differences in recreation and social life through the years.

Design and Construct:

Period wearing apparel for dolls and puppets.

Rag dolls in traditional patterns.

Period wearing apparel to be worn during the Bicentennial.

A cross-stitch sampler.

Have a needlework competition with Bicentennial themes.

Learn to knit, loom, crochet, quilt, mend, patch, do various embroidery stitches, etc.

Stage an old-fashioned fashion show, showing contrasts between then and now.

Have an old-fashioned ice cream social.

Have a quilting bee, show use of quilting frames and hoops.

Have a dress-a-doll contest using historical figures as models -- then sell the dolls to raise funds for other projects.

Have a food-tasting party of foods from a particular decade.

Organize an old-time picnic, potluck supper or box social.

Prepare a cookbook with foods which were important during each decade.

Sponsor a floral contest with special prizes for traditional entries.

Demonstrate the milking of a cow, churning of butter, etc. Eat the fresh butter along with homemade bread.

Conduct classes on early Montana recipes, classes for recipes most unique to Montana, classes for ethnic recipes of your area.

Have a contest for the best decorated cake with a Bicentennial theme.

Give a demonstration using flowers and spices as medicines.

SUGGESTIONS FOR THE LIBRARY

Display:

A historical corner with artifacts and memorabilia.

Documents, books and maps relating to the Revolutionary War or the settling of the West.

Departmental Bicentennial exhibits.

Pictures and books on the history of libraries in America or of printing and publishing in America or important American and Western authors.

Pictures of the Centennial Celebration and what life was like in 1876.

A series of patriotic or documentary films on Bicentennial themes.

Filmstrips or slides on the history of your area or the Revolutionary War. Coordinate with books on the same topics.

Student projects submitted by teachers in your school.

Items from the newspapers of the past or the present.

A map of Montana with all additions if possible.

Develop:

A bibliography of pioneer literature and history of your area and the Revolution in your library.

An International Friendship Through Reading Program.

A Bicentennial bookshelf stocked with books on local and state history as well as books on the American Revolution.

A book review projects wherein students review books of local interest.

A "Tour of America via books". My Antonia, Travels With Charlie, etc.

And circulate a news bulletin which includes Bicentennial news and a listing of new acquisitions.

A display of ethnic books related to your area.

A speaker on Americanism or some part of our heritage.

The development of a "Montana Room" in your school.

A bicycle and tricycle parade involving everyone.

A clean-up program of your community, the houses and yards of the citizens, nature paths or campsites in the area.

A pioneer picnic or contribute to one already held in your area.

Awards can be given for the most comprehensive study of a particular year of the Revolutionary period or of early Montana history.

Identify places in your community where historic persons have lived, visited, appeared or worked. With permission from the owners, erect a plaque identifying the relevant facts, events and dates.

Mark old trails, buffalo jumps, Indian sites in your area.

Research the ways of raising funds used during the Revolutionary or early Montana period. Raise funds in a similar manner and use the money to support other Bicentennial projects.

Make a community flag.

To raise funds have a "76" sale with the last two digits of the price 76 cents.

Mark local homesteads with signs giving pertinent names and dates.

Wear Bicentennial pins.

Plant red, white and blue flowers.

Adopt a senior citizen for a day.

Spend a day in 1776 or 1875, with no modern luxuries.

Unmarked local historical sites or graves can be marked, accompanied by an appropriate ceremony.

Arrange an exchange of students -- a student from your community with one from a different state or nation.

Talk to your parents and members of the generation preceding that of your parents on their attitudes toward work, neighbors, America, and their personal aspirations. Write a composition comparing these values with your own. Relate any differences to changes in your community.

Have an auction of Bicentennial art and artifacts to raise money to sponsor other projects.

Establish a project to see that each house in your town has a flag.

Design and work to establish a monument to a local ethnic group or groups who have contributed to your town or area.

Revive an old festival peculiar to your area and celebrate it with a queen, a parade, old autos, machinery, games and a carnival.

Provide picnic tables and flower boxes for local parks.

Hold youth and adult discussions on a number of books, ideals upon which America was founded, their relevancy to today, etc.

Start American patriot reading clubs with certificates for those reading a certain number of books.

Have student librarians design and create bookmarks with a Bicentennial theme.

In Elementary libraries plan storytelling time around historic or patriotic themes.

SUGGESTIONS FOR ANYBODY AND EVERYBODY



Stage:

An old-time magic or medicine show.

A Costume Ball with a Bicentennial theme.

A Bicentennial Festival with music, dances, plays, art exhibits, curriculum displays, etc.

A dramatic "happening" with the reading of Revolutionary War documents, poems, newspapers, letters, and diaries.

Sponsor:

A red-white-and-blue day at school.

A "decorate your denims" day at school with a prize for best Bicentennial theme.

A contest to find the best local picture taken before 1920.

A film festival at a local movie of pictures on the Revolution or on the early West.

A booth at the county fair -- sell local histories, cookbooks of local interest, souvenirs, crafts.

Production of a film on your own community.

Find out what your local museum or library needs for improvement and work to help them obtain it.

Obtain permission and landscape some overlooked public area such as an overpass, right-of-way, or other area.

Join the Johnny Horizon clean-up campaign. Do your part for ecology. Contact: Johnny Horizon '76, Washington, D. C. 20246.

Display Bicentennial bumper stickers.

Compile a school Bicentennial anthology including such things as selected original stories, poems, plays and songs produced by the students.

Have a "one-room school" day with each teacher's classroom providing some activity or material for the one-room school located in a particular room in the school. You could have each classroom represent a different decade in design, materials, and activities with the children from all of the other classrooms visiting and participating in some of the activities in each room.

Have the students and teachers dress like pioneers or people from other decades.

Photograph students and faculty in pioneer garb and use it in the yearbook.

Use a Bicentennial theme for your school yearbook.

Organize a group to give special children's plays on the American Revolution or on the pioneer West. Write your own plays.

"Street Art" -- blank walls in urban areas where nearby buildings have been demolished can be decorated with paintings.

Public buildings (lobbies, halls and stairways) can be decorated with murals and other art works -- especially Indian and ethnic art work and crafts.

A ballet based on a Revolutionary War or Bicentennial event or theme or on an Indian legend could be commissioned and performed.

Amateur movie photographers could film agricultural, industrial, or other vanishing craft activities.

Photograph all your Bicentennial activities -- on either movie or still film -- and place the film in the local historical society to be shown at the 250th anniversary of American independence.

Organize public forums on the American Revolution with a panel of speakers selected from among the community's leading historians, journalists, writers, educators, jurists, political and religious leaders. Students might conduct similar forums in the schools.

Public debates on such topics as the right of dissent, freedom of the press, freedom of religion, or topics suggested by the Bill of Rights could be sponsored by schools, patriotic societies, and service organizations.

Organize workshops on eighteenth century crafts for both children and adults.

Have essay contests or summer reading programs on the Revolution or on early Montana.

Give an award for a substantial work on an aspect of early Montana history.

Organize creative arts activities for children on Saturdays including the making of a relief map of the area showing topography, history, industries, transportation, and people.

Organize a colonial life experience program for children. They can wear eighteenth century costumes (which they may make themselves), prepare colonial food with eighteenth century utensils and equipment, learn colonial crafts, sing ballads and songs of the period, and, in some cases, actually live in a Revolutionary War (simulated) camp for a period of time.

Develop folk song programs for children, tying the songs into regional history and showing museum artifacts mentioned in the songs.

EDUCATIONAL EXHIBITS

Types of exhibits which can be incorporated into school and community Bicentennial programs include:

Models (replicas of buildings, vehicles, firearms, etc.).

Dioramas (miniature scenes depicting events or activities).

Period settings – reconstruction of rooms, street scenes, businesses, agricultural operations, and other activities. These are especially effective if accompanied by live demonstrations of crafts and other activities.

Traveling exhibits and loan kits can be prepared and sent to various locations in the community or they can be exhibits or collections of items or art works from a large metropolitan museum which are sent statewide for exhibit.

Photographic exhibits should consist of quality photographic enlargements competently mounted and hung. These may include photographs of Revolutionary War historic sites, manuscripts, maps, paintings, portraits, vehicles, weapons, costumes, uniforms, utensils, and the decorative arts. This technique can also be used for a "Then and Now" series of photographs of the local community. The photographs can also be used as a background for the display of objects.

SUGGESTIONS FOR CHURCH-AFFILIATED ACTIVITIES FOR STUDENTS

Plan an Americanism Sunday for all the churches of your area.

Organize a community-wide ringing of church bells to commemorate a particular date such as the Fourth of July.

Celebrate the Bicentennial with interfaith church services, exchanges and dinners.

Clean up and tabulate graves in an abandoned cemetery in your area.

Add early American themes such as dress, hymns, foods and children's games to social gatherings, picnics, etc.

Re-enact a sermon given 100 or 200 years ago.

Hold clothing and food drives for the needy.

Host guest speakers on religion in American history, the American Revolution, etc.

Develop a Bicentennial bookshelf of religious books and pamphlets written in colonial America and books on American history.



Research and write a special issue of your church bulletin on the history of your church.

Have a Thanksgiving Harvest in which you gather food for others.

Organize a Veteran's Day service honoring the veterans in your congregation or parish.

Organize and help with a Columbus day sermon, party or pageant.

Exchange a pageant with another congregation.

Write an anthem for your congregation.

Write a will and testament for the congregation: what do you leave to the children?

Invite "people who remember" as guest speakers in your church.

Celebrate with a birthday party for the congregation on the anniversary of its organization.

Conduct a contest to design a flag or symbol for your congregation.

Form a multi-age Bicentennial committee in the congregation.

Write and perform a congregational pageant with actors of all ages.

Organize a Fourth of July picnic around outdoor religious services for your congregation.

Research and prepare short blurbs for your church bulletin: historical moments in American religion.

Collect homilies on the birth of your church or congregation.

Research and write a history book of your congregation or parish.

Organize discussion groups: some topics are persecution of religion in America, failures of the American churches, the influence of religion on the arts, education and politics, the church and the future, our responsibilities to others.

Organize education courses: famous Americans of our faith, the history of our church in America, the history of our church in the old country.

BICENTENNIAL CALENDAR OF THE REVOLUTION

Classroom and individual activities can be created from the following:

January

- 2: Georgia Ratifies Constitution, 1788
- 3: Battle of Princeton, 1777, British Withdraw
- 7: First National Election, 1789
- 10: "Common Sense" Published, 1776
- 14: Independence Recognized, 1783
- 15: Hawaii Discovered, 1778
- 17: Patriots Win at Cowpens, S.C., 1781
- 20: Revolution Ended, 1783

February

- 1: Steamboat Patented, 1788
- 6: U.S. and France Sign Alliance, 1778
- 25: George Rogers Clark Captures Vincennes, 1779
- 27: Patriots Drive Loyalists from Moore's Creek Bridge, 1776

March

- 3: Continental Fleet Captures New Providence Island in Bahamas, 1776
- 4: First Congress, 1789
- 14: Cotton Gin Patented, 1793
- 15: Cornwallis Fights Greene, Guilford Court House, N.C., 1781
- 17: British Evacuate Boston, 1776
- 20: Lord North resigns as British Prime Minister, 1782
- 22: Stamp Act passed, 1765
- 23: Patrick Henry's speech, 1775

April

- 2: U.S. Mint Established, 1792
- 10: First Patent Act, 1790
- 16: First American Play, 1789
- 17: Ben Franklin Dies, 1790
- 18: Paul Revere's Ride, 1775
- 19: Battles of Lexington and Concord, 1775; Congress Ratifies Preliminary Peace Treaty, 1783

May

- 12: Charleston Falls to British, 1780
- 25: Constitution Convention, 1787
- 31: Copyright Law, 1790

June

- 17: Bunker Hill, 1775
- 20: Great Seal of U.S. Adopted, 1783
- 21: Spain Declares War on Great Britain, 1779
- 27: Charleston Victory, 1776
- 28: Battle of Monmouth Ends and Red Coats Withdraw, 1778

July

- 3: Washington in Command, 1775
- 4: Independence Day, 1776; George Rogers Clark Captures Kaskaskia, 1778
- 11: British Evacuate Savannah, 1782; French Troops Arrive in Newport to Aid Americans, 1780
- 13: Northwest Territory Organized, 1787
- 15: Anthony Wayne's Troops Storm Stony Point, 1779
- 26: Franklin Founds Post Office, 1775
- 27: Lafayette Arrives, 1779

August

- 1: First Census, 1790
- 4: Coast Guard Established, 1790
- 7: War Department Established, 1789
- 16: British Forces Defeat Americans at Camden, S.C., 1780; Bennington Battle, 1777
- 27: Red Coats Defeat Patriots on Long Island, 1776

September

- 3: Revolution Ended 1783 (Treaty Signed in Paris)
- 5: Constitutional Congress, 1774
- 11: British Win Battle of Brandywine, 1777
- 15: French Fleet Drive British Naval Force from Chesapeake Bay, 1781; British Occupy New York City, 1776
- 19: Washington's Farewell, 1796; First Battle of Freeman's Farm, 1777
- 21: First U.S. Daily Newspaper, 1784
- 22: Nathan Hale Slain, 1776
- 23: John Paul Jones "Bonhomme Richard" Captures "Serapis", 1779
- 24: Supreme Court Formed, 1789
- 26: British Occupy Philadelphia, 1777
- 29: U.S. Army Established, 1789

October

- 4: Washington Defeated; Battle of Germantown, 1777
- 7: American Frontiersmen Storm British on Kings Mountain, 1780; Second Battle of Freeman's Farm, 1777
- 13: White House Cornerstone, 1792
- 17: Burgoyne Surrenders, 1777; This Leads to France Joining the War Against Britain
- 19: Cornwallis Surrenders, 1781
- 20: Colonial Association Established, 1774
- 28: Americans Retreat from White Plains, N.Y., 1776

November

- 5: Revolutionary Army Disbanded, 1783
- 10: Marine Corps Established, 1775
- 13: U.S. Takes Montreal, 1775
- 17: Congress in Washington, 1800
- 19: Jay Treaty, 1794
- 25: British Leave New York City, 1783

December

- 12: Pennsylvania Becomes a State, 1787
- 13: Navy Ships Authorized, 1775
- 14: British Leave Charleston, 1782
- 15: Bill of Rights, 1791
- 16: Boston Tea Party, 1773
- 18: New Jersey Becomes a State, 1787
- 19: Washington's Army Retires to Winter Quarters at Valley Forge, 1777
- 26: Trenton Victory, 1776
- 29: Red Coats Enter Savannah, 1778
- 30: Failure to take Quebec, 1775

A SHORT CHRONOLOGICAL HISTORY OF MONTANA, 1743 TO 1956

- 1743 —Brothers La Verendrye sight Big Horn Mountains on swing through southeast Montana.
- 1802—Le Raye expedition from North Dakota penetrates to Yellowstone, Big Horn and Stillwater Rivers.
- 1803—Louisiana purchased from France.
- 1804—District of Louisiana created by Congress; Montana east of divide included.
- 1805—District of Louisiana renamed Territory of Louisiana. Lewis and Clark traverse Montana on way west (April 25 to September 8). North West Company (Canadian) explores southeast Montana under Laracque.
- 1806—Lewis and Clark reach Bitterroot Valley on return trip (July 1). Lewis at Great Falls (July 11). Clark at mouth of Yellowstone River (August 3). Lewis reaches mouth of Yellowstone River (August 7). John Colter leaves Lewis and Clark party, returns to Montana with two companions.
- 1807—Manuel Lisa constructs first fur trading post in Montana at mouth of Big Horn River; organized American fur trade begins.
- 1808—St. Louis Missouri Fur Company organized at St. Louis for Missouri fur Trade (Lisa). David Thompson enters Montana via Kootenay River, representing North West Company.
- 1809—Saleesh House erected at Thompson Falls by Thompson.
- 1810—Lisa men build and abandon post at Three Forks on Missouri River.
- 1812—Territory of Louisiana renamed Missouri Territory. Ross Cox comes to Flathead area from west for John Jacob Astor's Pacific Fur Company. David Thompson sights "Knowl" (Mt. Jumbo?) near future Missoula.
- 1818—Montana east of Divide conceded to U.S. by Great Britain; west of Divide claimed by both.
- 1821—Missouri admitted as state; eastern Montana becomes part of Indian country. Merger of North West Company and Hudson's Bay Company strengthens latter.
- 1822—Ashley-Henry combine, forerunner of Rocky Mountain Fur Company, forms at St. Louis. Astor organizes "Western Department" of American Fur Company for possible trading in the far West.
- 1823—Massacre of Jones-Immel party on Yellowstone River; end of old Missouri Company.
- 1824—Hudson's Bay Company party crosses from Snake to Salmon Rivers via Beaverhead Valley; intense competition with Americans begins in Montana.
- 1825—Columbia Fur Company (Canadian) develops buffalo skin trade in eastern Montana.
- 1827—Astor attempts monopoly of Missouri fur trade: Pratte-Choteau firm (St. Louis) sells out to Astor, absorbed into the "Western Department". Columbia Fur Company merges with Astor after sharp struggle with "Western Department", renamed "Upper Missouri Outfit".
- 1828—Fort Union (American Fur Company) established near mouth of Yellowstone River.
- 1831—Nez Perce and Flathead delegation inaugurates attempts to bring missionaries to Montana and the Northwest.
- 1832—Fort McKenzie (American Fur Company) established above mouth of Marias River.
- 1834—Hudson's Bay Company supreme west of Divide, American Fur Company dominant east of it; Astor sells "Western Department" to its manager (Pierre Choteau, Jr.) and quits western fur trade.
- 1841—St. Mary's Mission (Roman Catholic) established by Father De Smet (S. J.) near present Stevensville.
- 1843-45—Provisional government erected by settlers in Oregon Country; Montana west of Divide claimed.
- 1846—Western Montana included in cession to U.S. by Great Britain. Fort Connen (Hudson's Bay Company) established near St. Ignatius.
- 1847—Fort Benton (American Fur Company) established near present town.
- 1848—Oregon Territory created by Congress; Montana west of Divide included.
- 1850—St. Mary's Mission leased by John Owen; trading post constructed.
- 1851—First Fort Laramie Treaty: Indians of eastern Montana brought within Federal treaty system.
- 1853—Governor Stevens of Washington Territory surveys Montana for possible Transcontinental railroad.
- 1853-61—Washington Territory created and enlarged; Montana west of Divide included.
- 1854—Nebraska Territory created: Montana east of Divide included. Roman Catholic Mission on Pend d'Oreille Lake moved to St. Ignatius.
- 1855—Governor Stevens signs treaties with western and northern Montana Indians.

- 1858—Gold discovered at Gold Creek by James and Granville Stuart, disappointed California miners; news trickles through to outside world.
- 1860—Steamboats reach Fort Benton.
- 1861—Dakota Territory created; Montana east of Divide included.
- 1862—Mullan Wagon Road completed from Walla Walla to Fort Benton. Gold Rush to Grasshopper Creek (Bannack). James Fisk opens Minnesota-Montana route to goldfields.
- 1863—Idaho Territory created; Montana included. Gold rush to Alder Gulch (Virginia City). General Sully advances against Sioux from Minnesota; beginning of Sioux wars.
- 1864—Plummer gang broken up by Vigilantes; Plummer hanged. Montana Territory created. Rush to Last Chance Gulch (Helena). Bozeman and Bridger Trails into Montana (on both sides of Big Horn Mountains) laid out. Rev. G. C. Smith (Presbyterian) arrives in Bannack. First newspaper, Montana Post, published in Montana. First Legislature meets in Bannack; Sidney Edgerton, former chief justice of Idaho, first Governor. Rush to Confederate Gulch (Diamond City).
- 1865—Territorial Capital moved to Virginia City.
- 1865--67—"Reign of Meagher" -- Acting-governor Thomas Francis Meagher aligns self with pro-Southern Democrats against "patriotic" elements; period of extreme partisanship.
- 1866—Meagher followers meet in convention to plan statehood (Helena). Virginia City connected by telegraph with Salt Lake City. Green Clay Smith, personal friend of Abraham Lincoln, appointed governor of Montana by President Johnson. Fort C. F. Smith constructed on Big Horn River. First longhorns arrive from south via Texas Trail.
- 1867—Congress annuls all acts of 2nd and 3rd legislative sessions, unprecedented action in American history; Meagher disgraced. John Bozeman slain by Indians. Fort Shaw constructed on Sun River. Meagher drowns at Fort Benton under mysterious circumstances. Bishop Tuttle (Episcopalian) arrives in Montana. Fort Ellis constructed near Bozeman.
- 1867--88—Democratic party dominant in Montana; emergence of the "Big Four": W. A. Clark, Marcus Daly, Samuel Hauser and Col. C. A. Broadwater.
- 1868—U. S. signs away area east of Big Horn Mountains to Sioux and others; Bozeman Trail abandoned; Indians burn Fort C. F. Smith.
- 1869—James M. Ashley, persecutor of President Johnson, appointed governor of Montana by President Grant. Corinne, Utah, becomes important outfitting point for Montana mines with completion of Union Pacific Railroad.
- 1870—President's commission recommends enforced reservation policy for western Indians. Benjamin F. Potts, Ohio Republican leader, appointed governor of Montana by President Grant.
- 1872—Mining industry given special tax privileges by legislature; genesis of contest between reform groups and mine operators. Garfield affair; Salish directed to leave Bitterroot Valley; Chief Charlot refuses to sign agreement. "Brother Van" (Rev. W. W. Van Orsdel) commences Methodist career in Montana.
- 1873—Major Baker's battle with Sioux near Billings.
- 1875—Territorial capital moved from Virginia City to Helena.
- 1876—Custer command annihilated by Sioux-Cheyenne coalition on Little Big Horn River.
- 1877—Fort Missoula constructed. Fort Keogh constructed at mouth of Tongue River (nucleus of Miles City). Fort Custer constructed near Custer Battlefield. Nez Perce flee through Montana from Idaho under leadership of Chief Joseph; last important military success of Indians in Montana; surrender at Little Bear Paw Mountains.
- 1878—Butte Workingmen's Union organized.
- 1879—Fort Assiniboine constructed near Havre.
- 1880—Utah Northern Railroad enters Montana from south (completed to Silver Bow in 1881). Fort Maginnis constructed near Lewistown.
- 1881—Sitting Bull surrenders in North Dakota. Northern Pacific reaches Miles City from East (completed 1883).
- 1883—J. Schuyler Crosby, New York Republican, appointed governor of Montana by President Arthur.
- 1885—Montana Stockgrowers Association formed; peak in the cattle boom. Samuel T. Hauser, leading Montana capitalist and Democrat, appointed governor by President Cleveland. Riel Rebellion in Saskatchewan; refugee Indians flee to Montana.
- 1886--87—Severe winter brings disaster to range cattle industry on the plains.

- 1887—Preston H. Leslie, Kentucky Democrat, appointed governor by President Cleveland. Manitoba Railroad (Great Northern) reaches Montana (completed 1893). Dawes Act accelerates reduction of Indian reservations in Montana.
- 1888—Forces of Daly thrown against Clark in election for delegate to Congress; commencement of "War of the Copper Kings". Australian (secret) ballot adopted. Mineral Lands Convention in Helena attacks land policy of Northern Pacific Railroad.
- 1889—Benjamin F. White, Dillon businessman, appointed last territorial governor of Montana by President Harrison. Montana Enabling Act. Territory permitted to hold convention and apply for statehood. Constitutional Convention in Helena. Disputed election: rival Houses of Representatives organized; chaos in legislature for two sessions (Joseph K. Toole, first state governor). Statehood proclaimed.
- 1891—Charlot's band of Salish forces to move to Jocko Reservation.
- 1892—Fort William Henry Harrison constructed near Helena. First "Capital Fight": contest between Anaconda (Daly) and Helena (Clark) for site of state capital.
- 1893—John E. Rickards begins term as governor. Legislature refuses to elect Clark to U. S. Senate; irregularities charged by both sides; contestants begin to buy up state newspapers. State university, college, school of mines and normal college established by legislature. Western Federation of Miners founded with headquarters in Butte. Depression year; disturbances on railroads.
- 1894—Helena made state capital; great victory for Clark.
- 1896—Democratic-Populist coalition defeats Republicans; widespread support for free silver; Populist governor (Robert Smith) elected.
- 1897—Bitterroot National Forest established.
- 1899—Amalgamated Copper Company formed from Daly mines and Boston holdings; Standard Oil Company stages spectacular flotation of new stock. Legislative scandals; bribery charges against Clark in his bid for the Senate; extraordinary scenes in the legislature; collapse of party discipline; Senate refuses to seat Clark.
- 1900-06—Dramatic contest between Amalgamated Copper and F. A. Heinze; Heinze supported by anti-Standard Oil sentiment; judiciary corrupted and legislature overrun by corporate interests; Heinze sells out in 1906, loses fortune in Panic of 1907.
- 1901—Joseph K. Toole begins second term as governor.
- 1905—Industrial Workers of the World (IWW) clash with locals of the A.F. of L. in Butte.
- 1906—Chicago, Milwaukee, St. Paul and Pacific Railroad enters Montana (completed 1909). Initiative and referendum adopted.
- 1907—Forerunner of Rocky Mountain College established in Billings.
- 1908—Edwin L. Norris begins term as governor.
- 1909—IWW lumber strikes at Somers and Kalispell, "Free-Speech" strike at Missoula.
- 1910—Glacier National Park established.
- 1911—Socialist mayor elected in Butte.
- 1912—First Farmers Union local established (Ronan). Formation of Montana Power Company, a New Jersey Corporation. Joseph Dixon of Montana chosen to manage a national campaign of Theodore Roosevelt's Bull-Moose party.
- 1912-20—"County-Booming" craze in Montana; 25 new counties created.
- 1913—Sam V. Stewart begins term as governor. State Highway Commission created. Northern Montana College Established.
- 1914—Women given complete voting rights.
- 1915—Amalgamated becomes Anaconda Copper Mining Company (ACM).
- 1916—Non-Partisan League (farmer protest movement) enters Montana, alarms conservatives. Jeanette Rankin of Montana becomes first woman elected to Congress, votes against war with Germany in 1917.
- 1917—IWW leader Frank Little lynched in Butte.
- 1917-18—Miscalculation results in overdraft of Montana youth for War service.
- 1918—Wave of anti-German feeling sweeps state; German-language books hidden at University to prevent their destruction. Wartime influenza epidemic hits Montana.

- 1919--24—Anaconda Copper Mining Company attacked: Professor Levine of Montana State University suspended for publishing criticism of mines tax (1919); later restored, resigns. Reformers, some labor and farm groups, Non-Partisan League clamor for tax reform (1919-20). Joseph Dixon defeats B. K. Wheeler for governor; urges legislature to increase mines tax (1920-21). Mines tax referendum; people vote to increase the tax; Dixon defeated for reelection (1924), succeeded by John E. Erickson.
- 1919--32—Severe depression in farming throughout the period, in other lines after 1929; only state in nation to lose population during 1920-30.
- 1921—Gasoline tax becomes law.
- 1922—Tong war among Chinese of Butte.
- 1924—Senator Walsh of Montana exposes Teapot Dome scandal in Washington, D. C. B. K. Wheeler vice-presidential candidate for defeated Progressive Party.
- 1925—Eastern Montana College of Education established.
- 1929—Draught cycle begins.
- 1933—Frank H. Cooney begins term as governor. Walsh dies before taking office as U. S. attorney-general under F. D. Roosevelt. Construction on Fort Peck Dam begins.
- 1935—W. E. Holt begins term as governor. Highway Patrol created by legislature.
- 1937—Roy E. Ayers begins term as governor.
- 1941—Sam C. Ford begins term as governor.
- 1945—First Hutterite groups arrive from Canada.
- 1946—Senator Wheeler defeated for reelection to U. S. Senate.
- 1949—John W. Bonner begins term as governor. Construction begins on Canyon Ferry Dam.
- 1950—Veteran bonus approved by voters. Salish and Kootenai Indians sue U. S. for value of lands lost by Stevens treaty (1855); decision pending in 1957. Great Falls replaces Butte as largest city in state (1950 U. S. Census).
- 1951—Oil boom begins in eastern Montana. New oil law restricts leasing powers of Board of Land Commissioners; struggle for control of oil on state land begins. State Supreme Court invalidates lotteries.
- 1952—Teacher associations protest changes in oil law, assert income from school oil lands in jeopardy.
- 1953—J. Hugo Aronson begins term as governor. Another oil law; legislature provides for leasing state oil lands to industry for indeterminate periods.
- 1954—Interim Legislative Committee scheme invalidated by State Supreme Court.
- 1955—Board of Land Commissioners attacks 1953 oil law before the U. S. Supreme Court; court decides against Board and upholds the law (Arnold Olsen as counsel for the Board, Dean Acheson among opposing counsel).
- 1956—Federal government and Crow Indians dispute value of lands required for Yellowtail Dam. Butte miners reject CIO in favor of International Union of Mine, Mill and Smelter Workers. Attorney-General Olson (D) runs for governor on program assailing oil lease law; defeated by incumbent J. Hugo Aronson.
- 1957—State penitentiary at Deer Lodge seized by inmates; riot ends on promises of reform. Paradise Dam controversy: private utilities, Indian groups, local farmers denounce proposed hydroelectric facility on the Clark Fork River; project postponed. Recession. Price fall in metals and lumber depresses income generally; transportation hit; housing off; unemployment problem serious by end of year.
- 1958 to PRESENT—Information available through your local library.

PLANNING

Recently the Bicentennial concept has begun to define itself. For educators, the celebration has come to mean a time for evaluation, enrichment and change in our study of American culture.

Some faculty groups have decided to discuss the Bicentennial in individual classes. Others have determined to unite in efforts toward curriculum revisions. Some have designed programs for total involvement in the community.

The following are some planning suggestions:

- Brainstorming
- Pooling information
- Defining scope of study areas
- Building on models

Each of these suggestions can be applied as a complete approach, or components of each can be rearranged to set still another pattern.

BRAINSTORMING

Hold a faculty meeting to determine how your school identifies with the Bicentennial. Think about possible alternatives for a statement your school may wish to make during the Bicentennial period.

AGENDA

1. Make a List: What could happen as a result of a Bicentennial celebration?
What would you like to change or improve?
2. Be realistic: What might occur instead?
What elements of the Bicentennial do you wish to encourage?
3. Brainstorm: What would you like to do?
Consider topics and issues:
Topics may be Montana Art, domestic art, tools, industry.
Issues may deal with ecology, political events, urbanization, social change.
4. Select something that can become a reality.
5. Define your objectives: Broaden the implications of your project.
Why is it worthy of your time?
What can you learn from it?
How will the rest of your community benefit from it?
6. Organize: Name a coordinator.
Make a list of tasks.

Set up a progress schedule.
Distribute responsibilities.
List possible outside sources.
Set up the next meeting.

POOLING INFORMATION

Gather interested members of your faculty who wish to work together on Bicentennial projects.

FIRST MEETING:

1. Make a list of topics that teachers would like to study.
2. Divide the list among the participants. Ask each person to compile a few pages of notes on each topic assigned.
3. Arrange to meet the following week.

SECOND MEETING:

1. Pass out copies of the notes or outlines.
2. Review them quickly one by one. Hopefully, while each section is being introduced, teachers will take note of the points that interest them the most. After noting these few particulars, they will be ready to begin planning.
3. Select one topic and begin to build. Collate data into one or several interdisciplinary units of study.
4. Coordinate a working schedule for presenting the units.

DEFINING SCOPE OF STUDY AREAS

One way to approach the task of organizing a Bicentennial unit is to define the boundaries of your group.

Will your projects involve:

1. A single class as a separate entity?
2. An exchange between your class and another class?
3. The entire school as part of your city or town?

BUILDING ON MODELS

Since much energy and time are required for creating and designing effective learning formulas, perhaps you would like to use a structure that already has been designed by curriculum specialists. More importantly, if an idea has been tried, you know if that plan works.

PROCEDURE:

1. Determine your objectives.
What kind of experiences do you want to offer the students?
How can you construct a unit that provides a framework for creative interpretation and application on the part of the students?
2. Find out what other groups have done, what they plan to do.
3. Select one plan and adapt it to your needs. Measure the value of the plan for your particular group as you proceed with particular planning.
4. Begin. Get in touch with the model's director during the term of your project, if you have procedural questions. Perhaps rough areas can be worked out as you go along.

CONTACT YOUR COUNTY BICENTENNIAL CHAIRPERSON

When your school project or projects have resolved themselves, contact your local county chairperson for Montana Bicentennial activities for advice and information. When you contact them, have this information to give to them:

1. Project title
2. Project theme
3. Project sponsor
4. Project timetable
5. Project description

COUNTY BICENTENNIAL CHAIRPERSONS

(County)	(City)	(Chairperson)
Beaverhead	Dillon	Tom Dooling
Beaverhead	Dillon	Brian Mertz
Big Horn	Hardin	Henry Old Coyote
Blaine	Chinook	Stuart MacKenzie
Broadwater	Townsend	Mrs. James Kearns
Carbon	Red Lodge	Elaine S. Higgins
Carter	Ekalaka	Gloria Heggen
Cascade	Great Falls	Norma Ashby
Cascade	Great Falls	Jack Moore
Chouteau	Fort Benton	Jack Lepley
Custer	Miles City	Henry Bernard
Daniels	Whitetail	Bob Southland
Dawson	Glendive	Fred Schepens
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(County)	(City)	(Chairperson)
Golden Valley	Lavina	Minnie Krause
Granite	Philipsburg	Mike Kahoe
Hill	Havre	Signe Sedlacek
Jefferson		
Judith Basin	Stanford	Charles Goyins
Lake	Polson	Glennadene Ferrell
Lewis & Clark	Helena	Dr. Francis Kerins
Liberty	Joplin	David James
Lincoln	Libby	Inez Herrig
Madison	Sheridan	Mrs. Mary Tilton
McCone	Vida	Ingrid Willoughby
Meagher	White Sulphur Springs	Mrs. June Hurwitz
Mineral	Superior	John Anderson
Missoula	Missoula	Sam Yewusiak
Musselshell	Roundup	Florence Greener
Park	Livingston	Mrs. Pat Bauer
Petroleum	Winnett	Hugh C. Grove
Phillips	Malta	Mrs. Mary Kron
Pondera	Conrad	Earl Berthelson
Powder River	Powderville	Mrs. Pete Hill
Powell	Deer Lodge	Mrs. Frank Shaw
Prairie	Terry	Mrs. Mary Haughian
Ravalli	Hamilton	John C. Austin
Richland	Sidney	Charles Evanson
Roosevelt	Wolf Point	Marvin Presser
Rosebud	Forsyth	Mrs. Gordon McRae
Sanders	Thompson Falls	Mrs. Dawn Babcock
Sheridan	Medicine Lake	William C. Smith
Silver Bow	Butte	Clarence Kommers
Stillwater	Absarokee	Betty K. Morse
Sweet Grass	Big Timber	Byron Grosfield
Teton	Choteau	Mrs. Olga Monkman
Toole	Shelby	Theo Bartschi
Treasure	Hysham	Ruth Carrington
Valley	Fort Peck	Jack Nickels
Wheatland	Harlowton	Warfield Munce
Wheatland	Harlowton	Orton Ortwein
Wibaux	Wibaux	Mrs. Ellis Jones
Yellowstone	Billings	Deean Leckie

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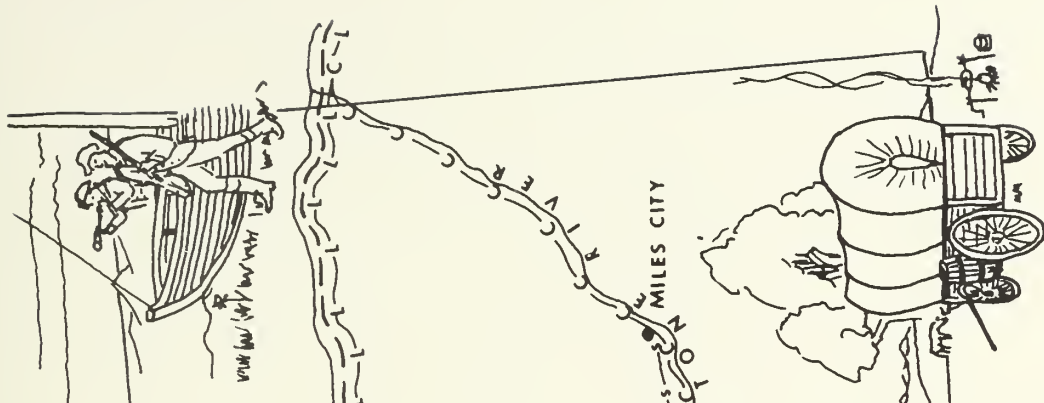
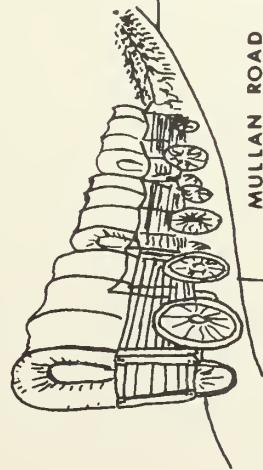
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FAMOUS



1863
BOZEMAN TRAIL
-b-b-

LEWIS and CLARK
WEST 1805

1806
CPT CLARK
EAST ROUTE

1806
CPT LEWIS
EAST ROUTE

MULLAN ROAD
1853

PONY EXPRESS

STAGE LINE

44

